

AIMing for Achievement!

At Least Ten Things Everyone Needs to Know about NIMAS and Accessible Instructional Materials



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The AIM Consortium at CAST



Download these slides and other Resources

PowerPoint Slides

<http://www.schools.utah.gov/sars/info.htm>

Extensive A.I.M. Resources

<http://aimcast.blogspot.com>

<http://aim.cast.org>



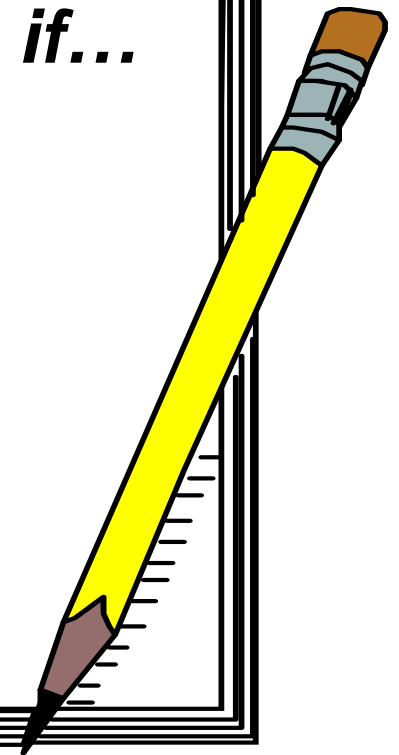
Big Ideas for this Session

In this session, we will:

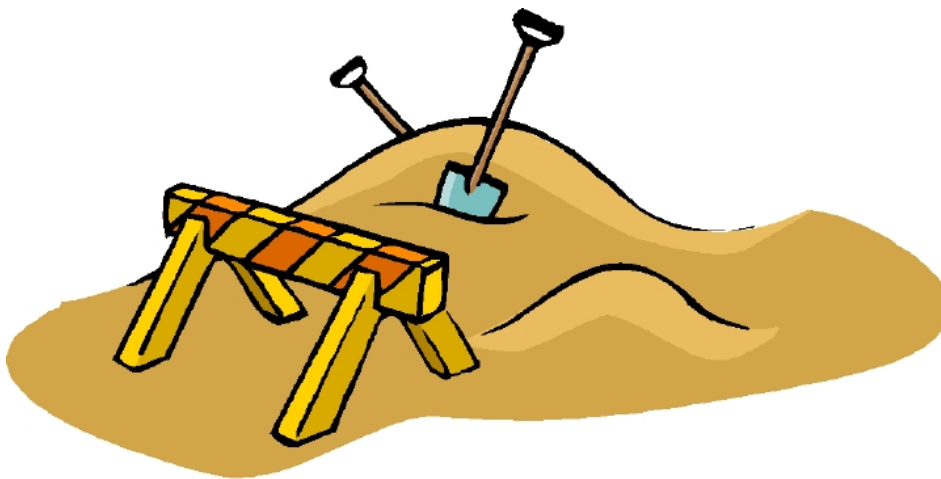
- Set the legal and pedagogical context for achievement
- Review the legal mandate for print access and its implications
- Explore specialized formats for the delivery of print-based content
- Emphasize the role of the IEP team in addressing and accommodating students' print access needs
- Discuss available national and state supports



Today will be a success for me if...



Ground Rules



- Contribute actively
- Ask questions
- Honor contributions of others
- Speak one at a time
- Be prompt
- Take care of yourself
- Enjoy yourself



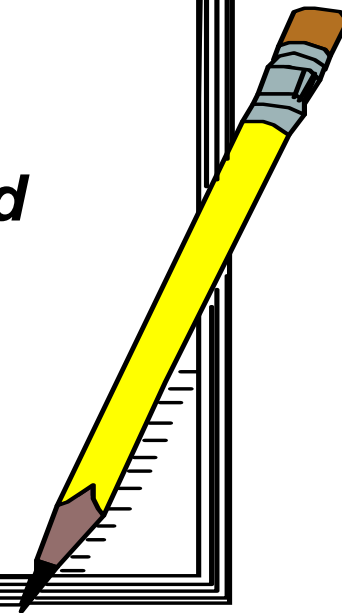
Getting Started!



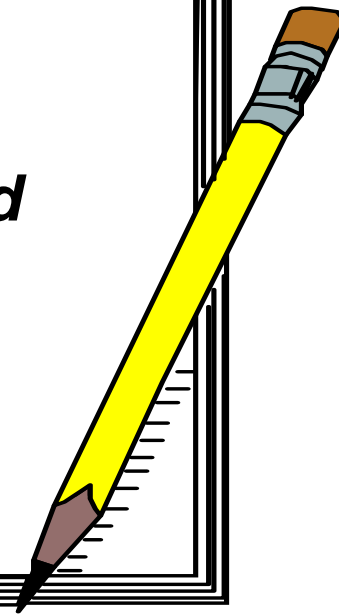
***All students with IEPs can receive
files from the National Instructional
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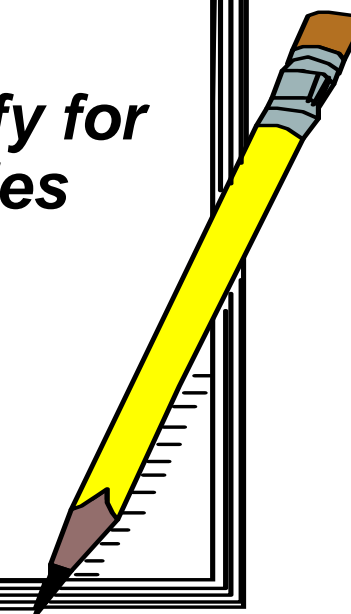
Students with learning disabilities are not considered to be print disabled.



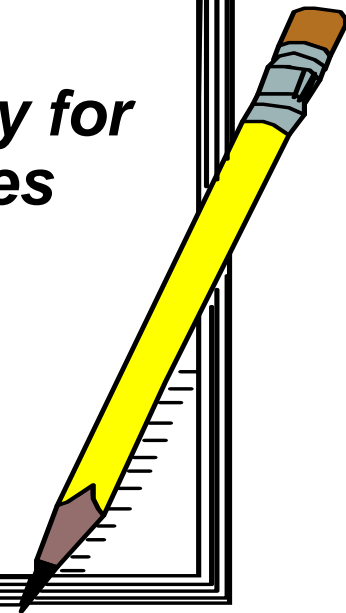
***Students with learning
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All students who are blind qualify for materials created with source files from the NIMAC.



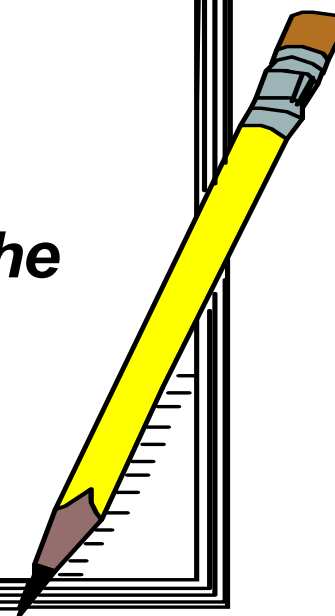
All students who are blind and qualify for materials created with source files from the NIMAS



Some students need a medical diagnosis to receive materials created with source files from the NIMAC.



Some students need a medical diagnosis to receive materials created with source files from the NIMAC.



***Assistive Technology specialists
decide what specialized formats
and supports are needed by a
student.***

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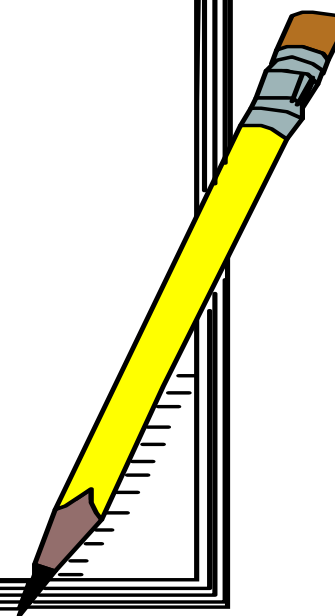
Publishers are required by statute to develop NIMAS files?

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There is only one NIMAC.



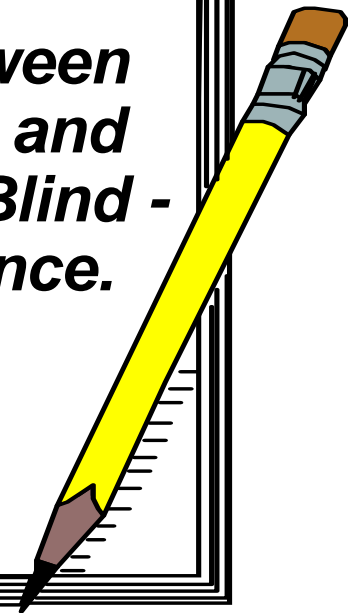
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The USIMAC - a collaboration between the Utah Department of Education and the Utah School for the Deaf and Blind - will be a national model of excellence.



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**“Not knowing it all is no
excuse not to start.”**

- Judy Columbus





The provision of accessible instructional materials is critical to pedagogy and required by statute.



Universal Design for Learning

The Pedagogical Connection



Principles of UDL

Universal Design for Learning calls for ...

Multiple means of representation, to give learners various ways of acquiring information and knowledge

Multiple means of expression, to provide learners alternatives for demonstrating what they know

Multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation.



4 Pillars of the UDL Curriculum



Goals

“Technology is a tool that serves a set of educational goals, and if we don’t think about what we want the technology for first, we end up with technology-driven solutions that have very little impact in the lives of children and in our educational system.”

Linda Roberts



Instruction

*“Should Response to Intervention
be Responsive Intervention?”*

David Rose



Assessment



Assessment must reflect the principles of UDL, be accessible to all students, and measure the extent to which the student has achieved the goals



Materials



UDL places emphasis on using digital technology and other strategies and materials to support diverse learners



All digital materials are NOT accessible!



Accessible Instructional Materials

The Legal Connection

Provisions within the Individuals with Disabilities Education Improvement Act of 2004 require State and Local Education Agencies to ensure that textbooks and related core instructional materials are provided to students with print disabilities in specialized formats in a timely manner.

Section 300.172, Final Regulations of IDEA 2004



Accessible Instructional Materials

The Legal Connection

State and Local Education Agencies must also:

- Decide whether to “coordinate with the NIMAC”

All 50 states have opted to coordinate with the NIMAC as a means for providing specialized formats in a timely manner to qualified students.



Accessible Instructional Materials

The Legal Connection

State and Local Education Agencies must also:

- “Adopt the NIMAS”

SEAs and LEAs must include the requirement to produce a NIMAS file and deposit it in the NIMAC in all purchasing contracts. There is no statutory requirement placed on publishers.





Ambiguity in statutory language
leads to many questions.



Taking a Closer Look at the Legal Provisions

Provisions within the Individuals with Disabilities Education Improvement Act of 2004 require State and Local Education Agencies to ensure that textbooks and related core instructional materials are provided to students with print disabilities in specialized formats in a timely manner.

Section 300.172, Final Regulations of IDEA 2004



Frequently Asked Questions

- What are core instructional materials?
- What are specialized formats?
- What does “timely manner” mean?
- Where can you get specialized formats?
- What students get A.I.M. from which source?”
- Who decides?
- How do we get help when we need it?



What are “Core Instructional Materials?”

Printed textbooks and related printed core materials published with the texts...

- Written and published primarily for use in elementary and secondary school instruction
- Required by state education agency or local education agency for use by students on the classroom



What are “Specialized Formats”?

- Braille (Some states include other Braille-related formats in this definition)
- Audio
- Digital text
- Large print



What does “timely manner” mean?

- Must be defined by states as mandated in Section 300.172 of the Final Regulations of IDEA 2004
- Generally means “at the same time as other students receive their core instructional materials in print format.”



What is a print disability?

It depends...





XML Files that are developed to the National Instructional Materials Accessibility Standard (NIMAS) can be readily transformed into student-ready specialized formats.



Sources of Accessible Instructional Materials

(What you've always wanted to know about XML,
but have been afraid to ask)



The Techie Bits (Deciphered)



The Techie Bits (Deciphered)


Section 3

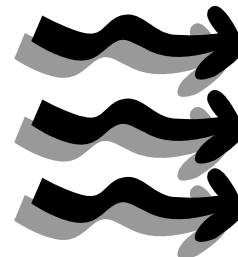
Troubled Times

CHY LIFE

Cities were hard hit by the Great Depression. By March of 1933, more than 12 million people were unemployed. Since most people lost their homes, homelessness ran rampant. People were living literally "in the streets." Whole families were living out of boxes, under bridges and overpasses, and in alleys. The street scenes of New York City were packed with people selling anything and everything to try and make money.

People were living in the streets and they were starving. They were becoming angry and desperate. "Food Riots" broke out across the nation. In Minneapolis, people smashed the windows of a store and stole food, canned goods, butter, and ham. When one of the shop owners tried to stop them at gunpoint, one of the looters broke his arm. It took 100 police officers to bring the riot under control. Seven people were arrested.





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Section 3

Despite the election of FDR and all his New Deal programs unemployment in cities remained high and desperate looks still on people's faces. They could not provide for their families. They became easily agitated and volatile, resulting in many fights and quarrels in public places.

People were living in the streets and living even dirtier. They were becoming angry and desperate. "Food Riots" broke out across the nation. In Minneapolis, people smashed the windows of a store and stole food, canned goods, butter, and ham. When one of the shop owners tried to stop them at gunpoint, one of the looters broke his arm. It took 100 police officers to bring the riot under control. Seven people were arrested.



The Techie Bits (Deciphered)


Section 3

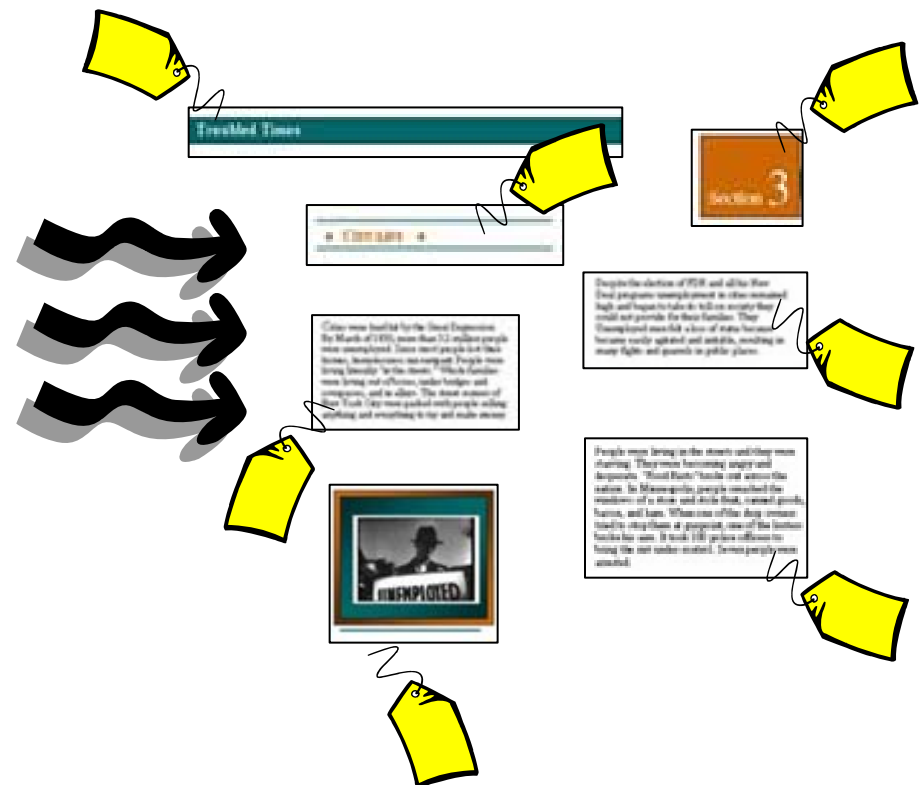
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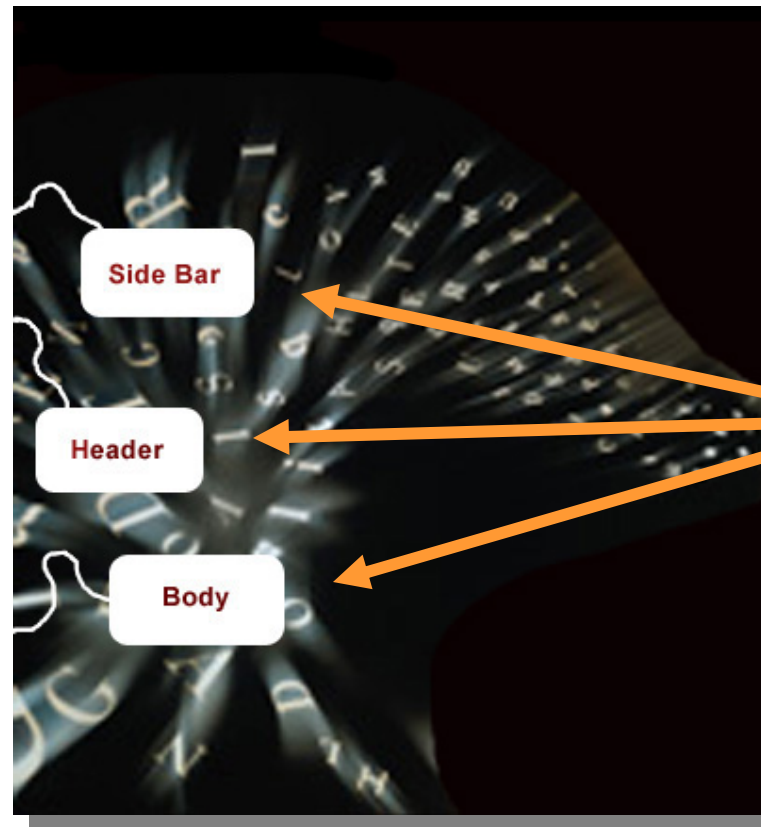
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The Techie Bits (Deciphered)

Digital Media can be “tagged”

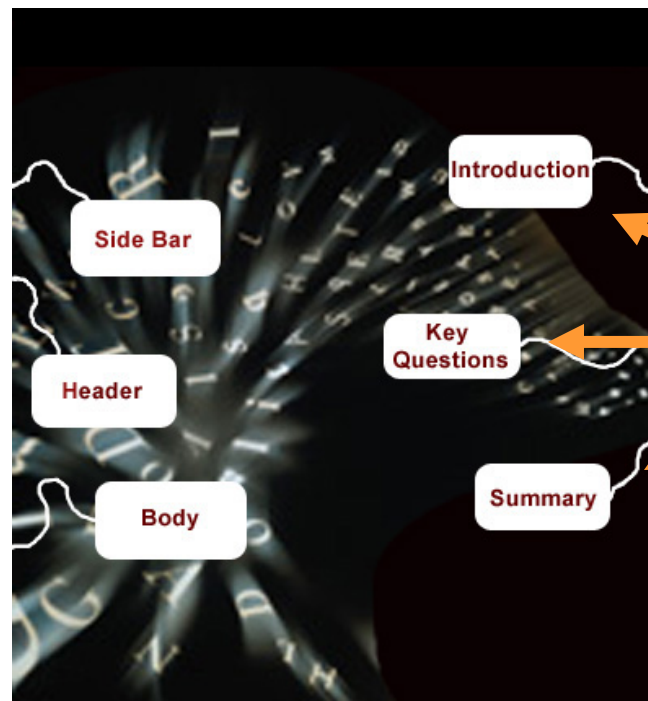


For Structure



The Techie Bits (Deciphered)

Digital Media can be “tagged”

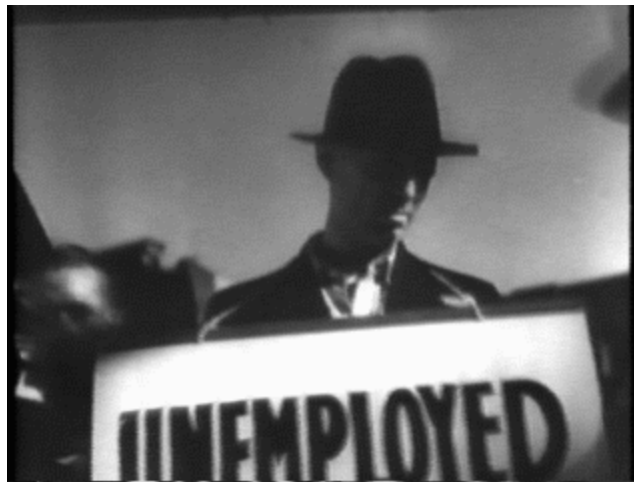


For Semantics
(meaning)



The Techie Bits (Deciphered)

With proper tagging, subsequent transformations can create multiple “student-ready” versions (e.g.; Braille, Digital Talking Book, etc.) from a single source document.



A Textbook sample



```

</head>
- <book>
  - <bodymatter>
    - <level1 id="L001" class="chapter">
      <h1 id="L001.H01" class="chapter">Chapter 24: The Great Depression</h1>
      <pagenum id="page_1" page="normal">1</pagenum>
    - <level2 id="L001.001" class="mainsection">
      <h2 id="L001.001.H01" class="mainsection">Overview</h2>
      - <p id="L001.001.P001">
        During the 1920s, the United States saw a time of great prosperity. However, that would all change with the stock market crash of 1929. The
      </p>
      - <p id="L001.001.P002">
        Companies were going bankrupt, banks were shutting down, and unemployment was skyrocketing.
      </p>
      - <p id="L001.001.P003">
        One president would ignore the problem, another would radically alter the powers of government to help the nation. People were starving both
      </p>
      - <p id="L001.001.P004">
        Throughout the 1930s and into the 1940s, the people of the United States faced some of its toughest years. Only the Second World War would
      </p>
      <pagenum id="page_2" page="normal">2</pagenum>
    - <imggroup>
      
      - <prodnote id="L001.001.longdesc002-001" imgref="L001.001.P002-001">

```

This is NIMAS XML

Overview

During the 1920s, the United States saw a time of great prosperity. However, that would all change with the stock market crash of 1929. The country and the world would be plunged into an economic and social depression.

Companies were going bankrupt, banks were shutting down, and unemployment was skyrocketing.

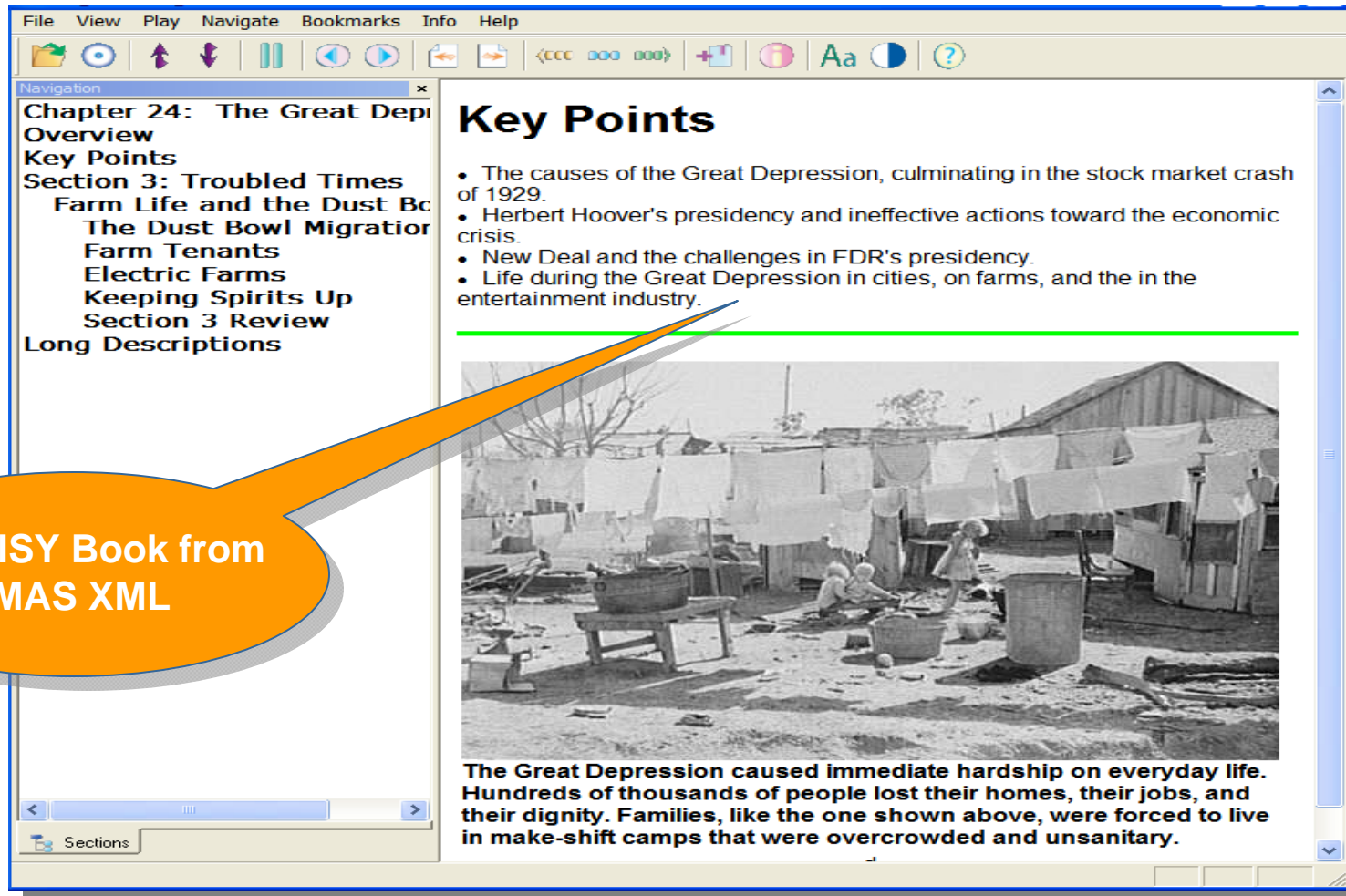
One president would ignore the problem, another would radically alter the powers of government to help the nation. People were starving both in the cities and on the farms of America.

Throughout the 1930s and into the 1940s, the people of the United States faced some of its toughest years. Only the Second World War would put an end to The Great Depression.



Web page from
NIMAS XML






The screenshot shows a web browser window with a menu bar (File, View, Play, Navigate, Bookmarks, Info, Help) and a toolbar. A sidebar on the left contains a navigation menu for Chapter 24: The Great Depression, including sections like Overview, Key Points, and Section 3: Troubled Times. The main content area displays 'Key Points' as a bulleted list and a historical photograph of a family in a shanty town. Below the photo is a descriptive paragraph about the hardships of the Great Depression.

Navigation

- Chapter 24: The Great Depression
- Overview
- Key Points
- Section 3: Troubled Times
 - Farm Life and the Dust Bowl
 - The Dust Bowl Migration
 - Farm Tenants
 - Electric Farms
 - Keeping Spirits Up
- Section 3 Review
- Long Descriptions

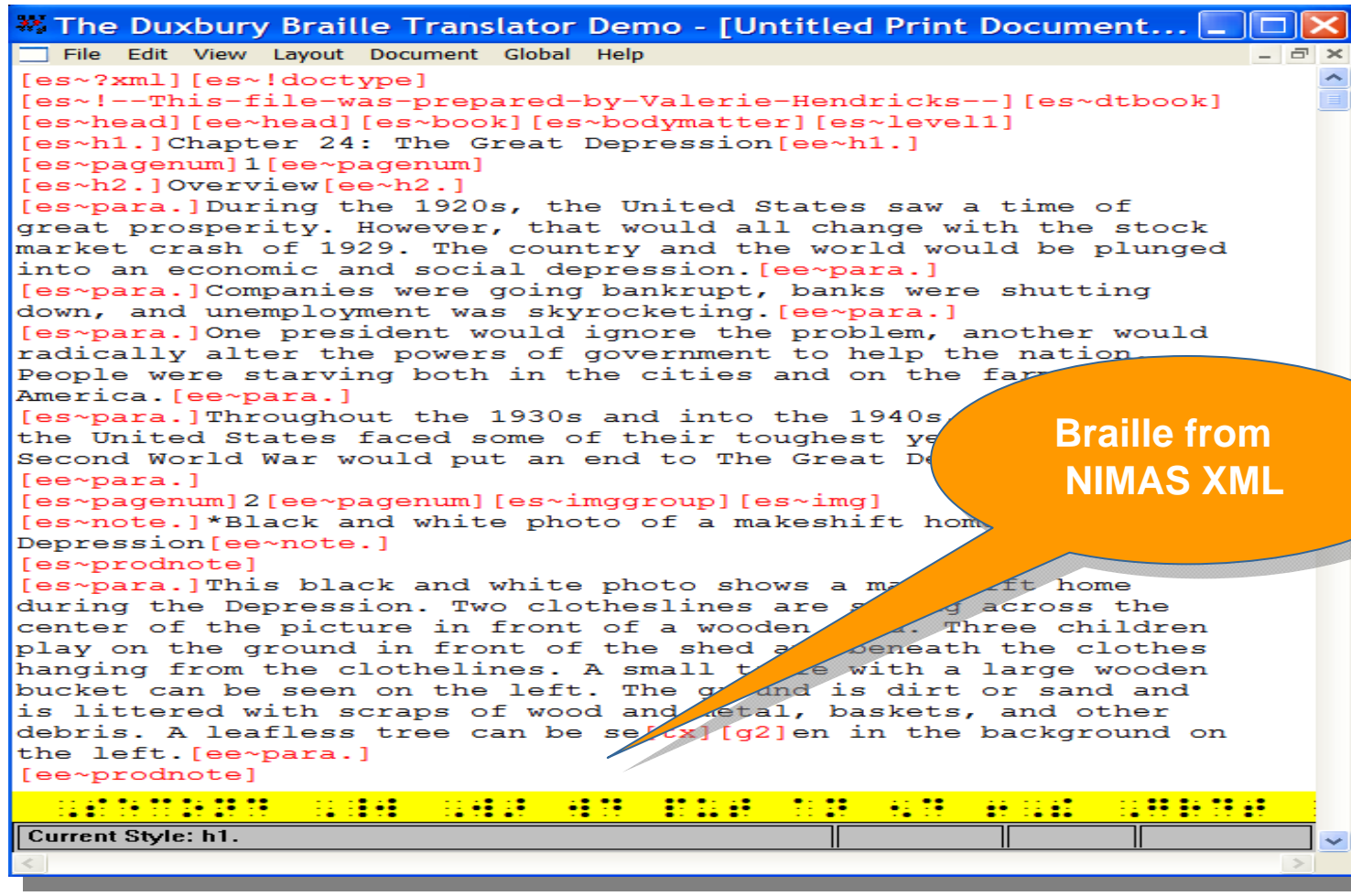
Key Points

- The causes of the Great Depression, culminating in the stock market crash of 1929.
- Herbert Hoover's presidency and ineffective actions toward the economic crisis.
- New Deal and the challenges in FDR's presidency.
- Life during the Great Depression in cities, on farms, and the in the entertainment industry.



The Great Depression caused immediate hardship on everyday life. Hundreds of thousands of people lost their homes, their jobs, and their dignity. Families, like the one shown above, were forced to live in make-shift camps that were overcrowded and unsanitary.

DAISY Book from
NIMAS XML



Braille from
NIMAS XML



There are multiple sources from which to acquire accessible instructional materials.

Sources of Accessible Instructional Materials

The National Instructional Materials Access Center (NIMAC)



Search the NIMAC

Please enter your search criteria in the form below and click 'Search'.

Search:

Title:
Edition:
Series:
Identifier:
Author/Editor/Illustrator:
ISBN:
Certificate ID:

Limit search:

Publisher:
Subject:
Language:
Content type:
Grade level:
Grade 1
Grade 2
Grade 3

Search

Clear search

Sources of Accessible Instructional Materials

Accessible Media Producers (AMPs)



Sources of Accessible Instructional Materials

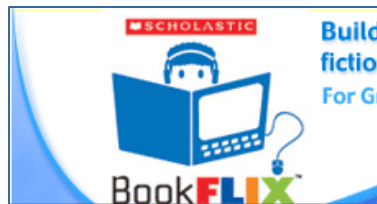
Commercial Sources

PEARSON



HOUGHTON MIFFLIN
Education Place

Mc
Graw
Hill **Education**



TumbleBookLibrary
e-books for e-kids



 **Harcourt**

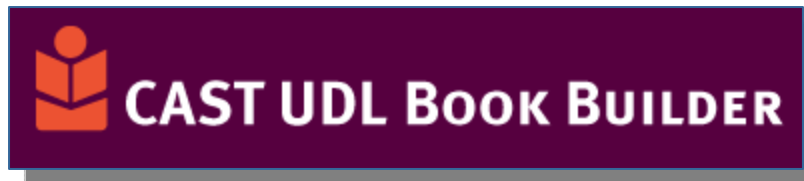
 **Reading a-z.com** The Online Reading Program

news-2-you



Sources of Accessible Instructional Materials

Make Your Own:



Publish!

**CAST UDL BOOK BUILDER**

- Book Builder runs on both PC's & Mac's
- Book Builder books can be read online, or downloaded.
- Work on Book Builder in the Lab





UDL editions

An Exciting New Development!

Google brings you...UDL Editions by CAST

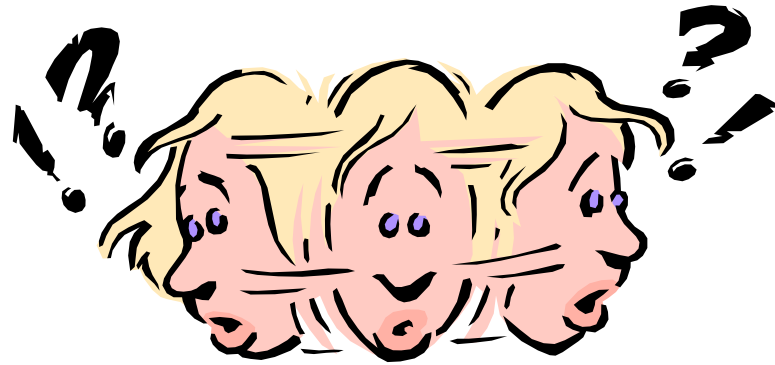
UDL Editions take advantage of the flexibility of digital media to reach and engage all learners. Leveled supports and the Texthelp Toolbar balance challenge and support for each learner, grades 5-12.





Not all students qualify to receive accessible instructional materials from all sources.





Eligibility for Accessible Instructional Materials

(What you need to know, but may not want to know about who can get what from where.)



Who qualifies for specialized formats?

- Under the Copyright Act of 1931 as Amended, students with “print disabilities” are those who have been certified by a competent authority as unable to read printed materials because of:
 - Blindness
 - A visual impairment
 - Physical limitations
 - An organic dysfunction



Who qualifies for specialized formats rendered from NIMAS XML files?

- Students who are eligible under the Copyright Act of 1931 as Amended are those who have been certified by a competent authority as unable to read printed materials because of:
 - Blindness
 - A visual impairment
 - Physical limitations
 - An organic dysfunction
- Students who qualify as a student with a disability under IDEA 2004



Competent Authorities for Blindness and Physical Disabilities

- In cases of blindness, visual disability, or physical limitations “competent authority” is defined to include doctors of medicine, doctors of osteopathy, ophthalmologists, optometrists, registered nurses, therapists, professional staff of hospitals, institutions, and public or welfare agencies (e.g., social workers, case workers, counselors, teachers, and superintendents)



Organic Dysfunction

- Persons certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner.



Competent Authorities for Organic Dysfunction

- In the case of a reading disability from organic dysfunction, competent authority is defined as doctors of medicine who may consult with colleagues in associated disciplines.



Consider these Possibilities...

- “Physical disability” or “organic dysfunction” might include a broader range of students Some interpretations
- In IDEA 2004, *Specific learning disability is defined as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.”*
- Using the IDEA 2004 definition of specific learning disability, a strong case could be made that specific learning disabilities have a physical cause



Do all students who have reading difficulties have print disabilities?

- Not all students with reading difficulties meet the criteria for “print disabilities” under the Copyright Act of 1931 as Amended



This brings up a question...

What about students who are not certified as having a “print disability” under the Copyright Act as Amended but still have difficulty obtaining and using information from printed materials?



however...

The Final Regulations of IDEA 2004 require that state education agencies make provisions for providing accessible core instructional materials to students with disabilities (*served under the Act*)

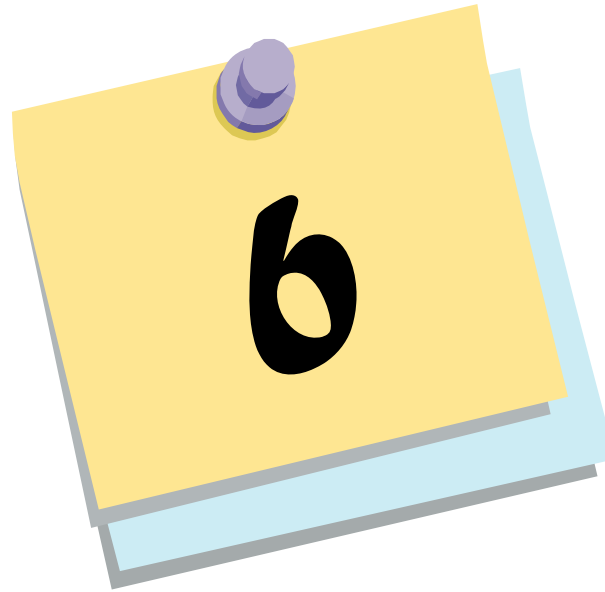
- Who are not included under the definition of blind or other persons with print disabilities
- When the materials are not producible from NIMAS files
- In a timely manner... “at the same time as other children receive instructional materials” or however “timely manner” is defined by the state



Whether or Not the Student is Copyright Exempt, the IEP Team Must...

- Determine the specialized formats needed by the student
- Identify instruction, supports, services, and/or training will be needed by the student and others to use the materials effectively
- Take steps to obtain and/or prepare specialized formats





IEP Teams have the responsibilities related to the selection, acquisition and use of accessible instructional materials.



Responsibilities of Decision-Making Teams

1. Establish need for instructional materials in specialized formats
2. Select specialized format(s) needed by the student for educational participation and achievement
3. Determine supports needed for effective use of specialized formats
4. Commence SEA and/or LEA-defined acquisition steps that ensure provision of needed formats in a timely manner





Familiar supports can assist IEP Teams in meeting their responsibilities.



Key questions to guide Decision-making about Accessible Instructional Materials

- Does this **STUDENT** need instructional materials in specialized formats to access the curriculum and receive a free, appropriate, public education?
- What materials will be used in which **ENVIRONMENTS**?
- For which **TASKS** will the student require materials in which specialized format?
- What **TOOLS** will the student and others need?
–*Formats? Teaching? Technology? Training? Accommodations? Modifications?*



The Students

Students who have difficulty making meaning from text
to the extent of being print disabled



Establishing Need

The Student

- Review:
 - Evaluation information
 - Present levels of academic achievement
 - Print-based textbooks and core related materials to be used across the curriculum by ALL students
- Skills and preferences



Some questions teams might ask

- Does the student have difficulty seeing the material? (Blindness or low vision)
- Does the student have difficulty physically manipulating the material? (orthopedic impairment)
- Does the student have the physical stamina necessary? (e.g. sitting upright, alertness) (other health impairments)



Some questions teams might ask

- Does the student have difficulty decoding text/recognizing words?
- Does the student have difficulty with fluency?
- Do students lose their place while reading/tracking?
- Does the student have difficulty with comprehension skills?



Responsibilities of Decision-Making Teams

Does the student need...

- Instruction in reading or English?
- Core instructional materials in a specialized format (exactly the same as the printed material)
- An alternate material (for example, a Start-to-Finish Book on the same topic, or other “less dense” material)



Responsibilities of Decision-Making Teams

THEN, if the team determines that the student needs instructional materials in specialized formats, it must...

- Decide upon the specialized formats needed by the student
- Identify instruction, supports, services, and/or training will be needed by the student and others to use the materials effectively
- Determine whether the student been certified as having a print disability under the Copyright Act as Amended
- Take steps to obtain and/or prepare specialized formats



Selecting Format(s) and Supports

The Environments, Tasks

One format does not fit all...

*Different specialized formats may be needed for
different tasks in different environments*



The Environments

When considering specialized formats, **Environments** include all in which making meaning from print is required in order to receive a free, appropriate, public education. For example,

- Core academic classes
- Community-based programs
- Home



The Tasks

When considering specialized formats, the **TASKS** include any task for which the student is required to gain meaning from print materials to participate and achieve. For example,

- Gaining information from short text
- Gaining information from large bodies of text
- Producing text
- Learning to use the format effectively (reading?)





Tools needed to ensure effective use are not limited to the selection and acquisition of specialized formats.



The Tools

Tools that are needed by the student
(and others) to do the tasks
in the environments where
they need to be done

*Specialized Formats, Technology, Specialized
Instruction, Training, Accommodations, etc.*



Selecting Specialized Formats

When the IEP Team has decided that an alternative format is needed, they must decide which format would be most appropriate for the student

- Braille
- Large Print
- Audio
- Digital



Braille

- If the student is blind or visually impaired a certified teacher of the visually impaired should be involved in this decision
- Review the results of the student's functional vision evaluation, learning media assessment, and informal reading assessment to determine the most effective format for the student. Some students who are blind or visually impaired do not need Braille
- Input from an occupational therapist will be important if the student also has physical disabilities



Braille

Think about...

- Instruction - Braille instruction is critical until the student becomes fluent (generally over a period of several years)
- Braille instruction must be provided by a teacher certified in that area
- Supports –
 - Technology needed by the student for written output tasks
 - (report writing, note-taking, etc)
 - Portability for using text in multiple environments



Large Print

- Review the results of the student's functional vision evaluation and learning media assessment to determine the most effective format for the student
- Document specifics of large print required
 - Most effective and efficient print size – 18-20 points are typical. Some need larger.
 - Most effective font – APHont or san serif are clearer
 - Level of contrast between print and background
 - Environmental lighting – glare, level of light



Large Print

Think about...

- Instruction – probably minimal for this format other than instruction in reading skills similar to that provided to other students at the same level
- Supports -
 - Assistive technology supports such as magnifiers and CCTVs that may be more needed if student needs print considerably larger than “standard” large print
 - Assistive technology may be more effective and efficient than making the print extremely large



Audio

Consider conducting a listening assessment

Think about...

- Level of understanding and comprehension when text is read aloud
- Length of time student can listen with understanding
- How student will “take notes” on longer listening assignments
- Instruction - How and by whom use of audio text will be taught
- Supports - The software that will be required to convert NIMAS, the technology needed to play audio files



Digital

- Digital text can simultaneously provide audio, video, and, if needed, large print.
- Think about...
 - Provides support for gaining meaning from text AND increasing reading skills
 - Flexibility – changes in size, rate, contrast, etc
 - Supports - Technology that is required to use the text when and where it is needed – Hardware and software are typically required
 - Instruction and ongoing support



After decisions about tools are made

The IEP Team begins the acquisition process:

- Determines eligibility for sources
- Follows SEA and/or LEA-defined acquisition steps that ensure provision of needed formats in a timely manner
- Determines how materials not available through the system will be obtained or developed in needed specialized formats in a timely manner
- Identifies sources of instruction, supports, services, and/or training will be needed by the student and others to use the materials effectively so that they are in place when needed





It is important to revisit sources.



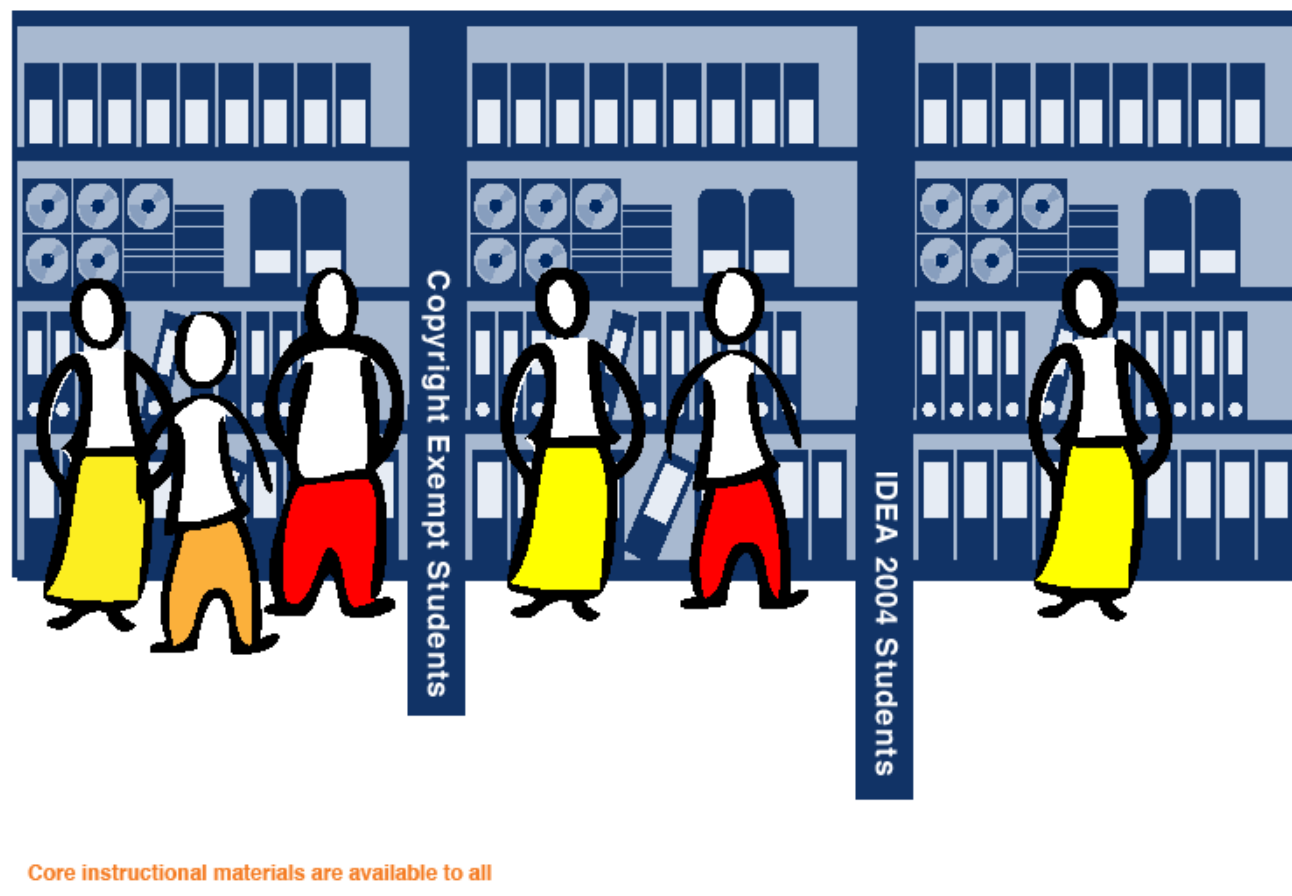
THE LIBRARY OF ACCESSIBLE TEXT



THE LIBRARY OF ACCESSIBLE TEXT



THE ACCESSIBLE LIBRARY OF THE NEAR FUTURE



Remember...

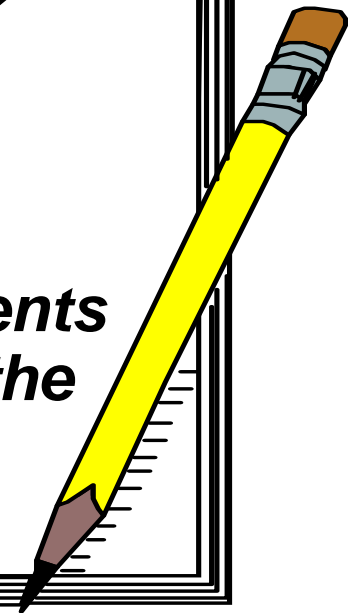
If the student is not copyright exempt

- NIMAS files may not be accessed through the NIMAC
- If the IEP Team determines that a student needs materials in an specialized format but the student is not copyright exempt the state system may be able to provide guidance on how to acquire the needed materials in the needed formats if they are:
 - Available for purchase
 - Available from other libraries that allow access to students with IEPs who are not copyright exempt
- Producing accessible formats yourself does not relieve you of the responsibility to protect copyright.



Quick Check


- *What are “specialized formats” ?*
- *Who is eligible for materials produced from NIMAS files?*
- *What are the statutory requirements placed on publishers regarding the development of NIMAS files?*





There are many resources that support
the selection, acquisition, and use of
Accessible Instructional Materials



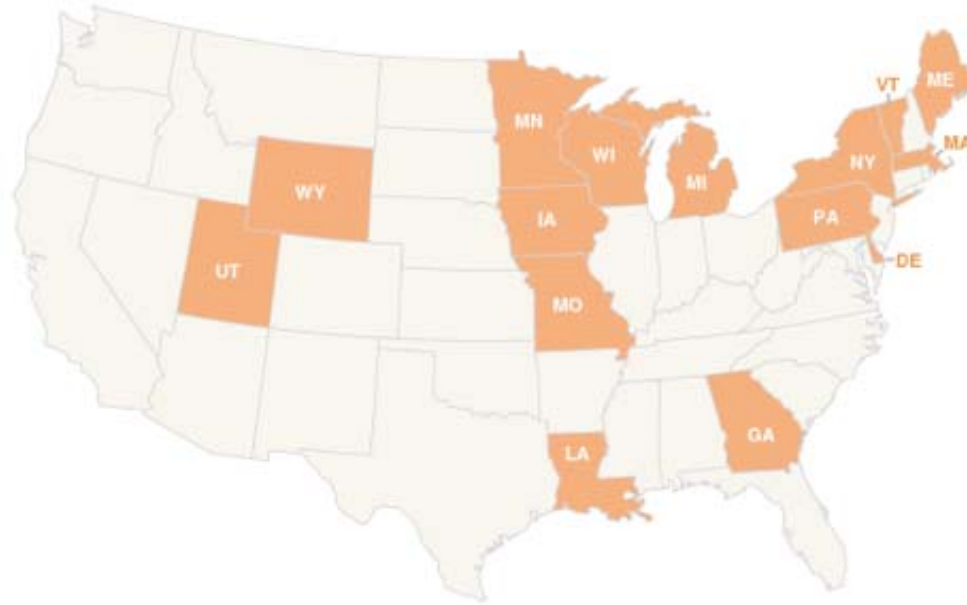


**“We believe it is a necessity of
our times to translate our
beliefs, hopes and ideals into
concrete action.”**

- Lenedra Carroll



The AIM Consortium



CAST, Delaware, Georgia, Iowa, Louisiana, Massachusetts, Maine, Michigan, Minnesota, Missouri, New York, Pennsylvania, Utah, Vermont, Wisconsin, Wyoming



Development at Two Levels

State and Local
Education Agencies



Student IEP Teams



Three Goals of the AIM Consortium

1. Development of State systems for increasing the awareness and timely provision of AIM via NIMAS/NIMAC for qualifying students and other means for non-qualifying students.
2. Ensure that State systems employ high quality procedures and practices
3. Produce related products and services available to all, thus contributing to improving outcomes for all students with print disabilities



AIM Consortium Activities in Three Areas

- Coordinated Central Services
- Focused State Activities
- Best Practices Products and Services



Quality Indicators for the Provision of Accessible Instructional Materials



Quality Indicators for Accessible Instructional Materials

1. provision of appropriate, high-quality instructional materials in specialized formats to all students with print disabilities who require them.
2. The education agency supports the provision of appropriate specialized formats in a timely manner.



Quality Indicators for Accessible Instructional Materials

3. The education agency develops and implements written guidelines to define the responsibilities and actions needed for effective and efficient provision of specialized formats .
4. The education agency supports learning opportunities and technical assistance to facilitate the identification of students with print disabilities, as well as the selection, acquisition, and use of appropriate specialized formats.



Quality Indicators for Accessible Instructional Materials

5. The education agency develops and implements a systematic process to monitor and evaluate the equitable, timely provision of appropriate, high-quality materials in specialized formats.
6. The education agency uses data to guide changes that support continuous improvement in the selection, acquisition, and use of accessible instructional materials.



Quality Indicators for Accessible Instructional Materials

7. The education agency allocates resources sufficient to ensure the delivery and sustainability of quality services to students with print disabilities.



Focused State Activities



Best Practices Products & Services

Services or materials beneficial to the member States
and scalable to all States, OAs, and FAS

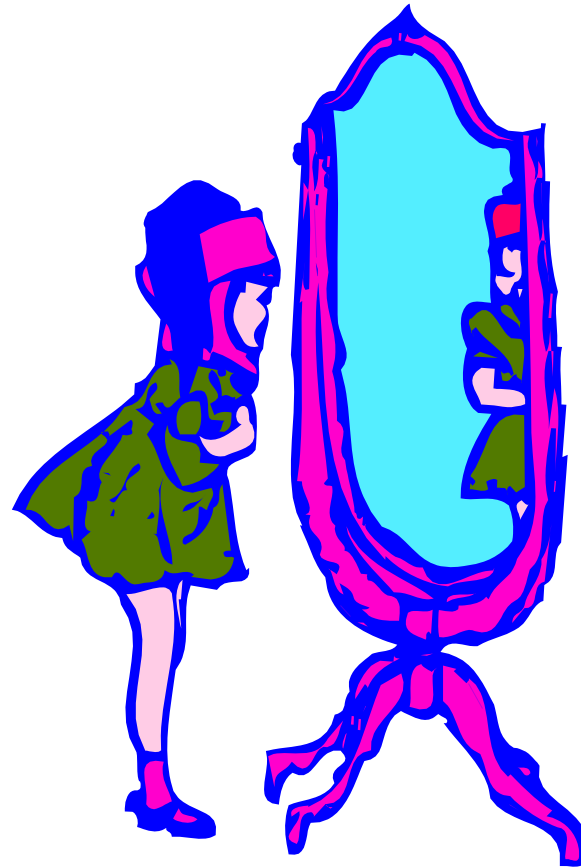


Highlights of Best Practices Activities & Products under Development

- A.I.M. DVD Training and Technical Assistance Series
- A.I.M. Decision-Making Guidelines Development
- Reader, Content & Conversion (RCC) Project
- AIM Software Project
- A User's Guide to Copyright Exempt Repositories
- Online course on production of accessible formats

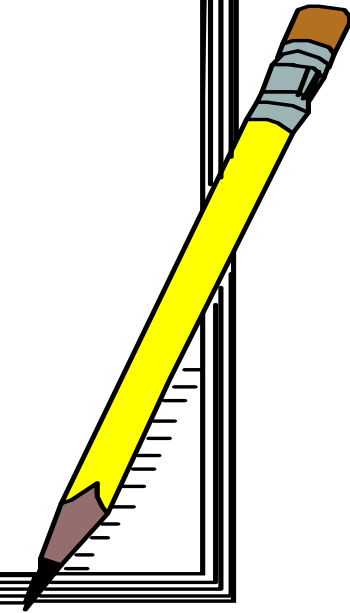


Reflections and Conclusions

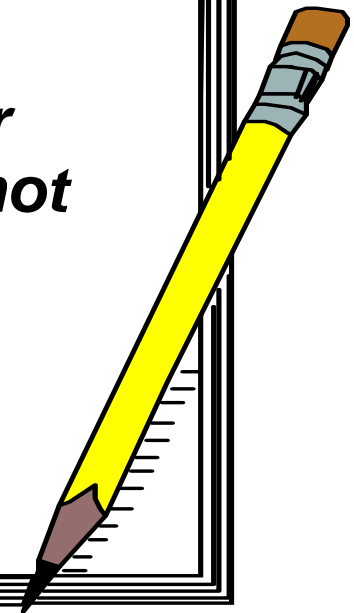


Three, Two, One Reflection

- **Three** things I learned today
- **Two** things I will share with others
- **One** action I will take this week to move the accessible instructional materials initiative forward



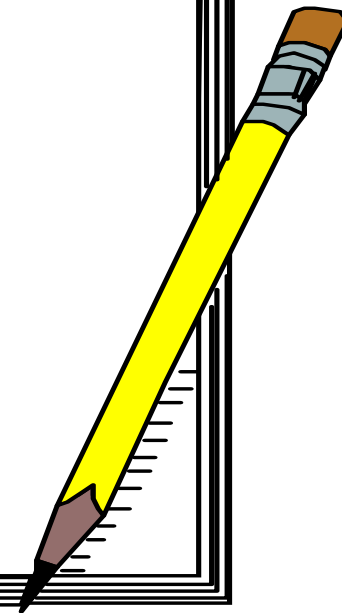
If a student does not qualify for files from the NIMAC, they do not need accessible instructional materials.



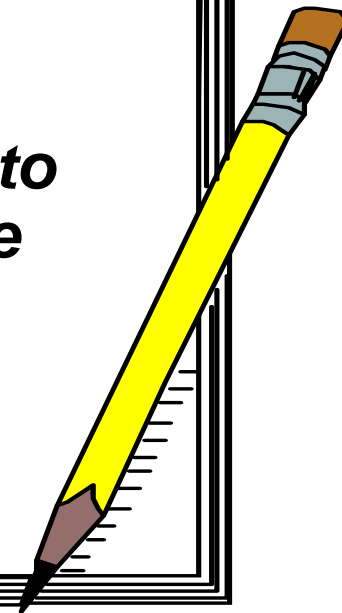
Anyone can search the NIMAC.

***Anyone can download or assign
files from the NIMAC.***

***There is a standard process
for acquiring accessible
instructional materials.***



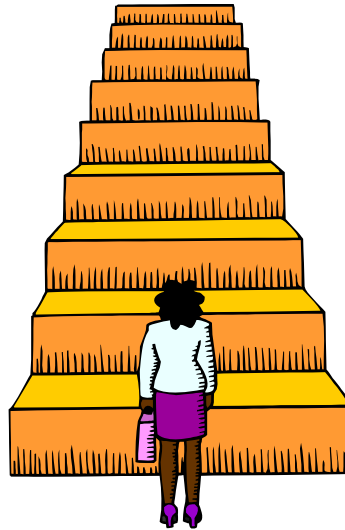
***The AIM Consortium is
developing **THE** correct way to
select and acquire accessible
instructional materials.***



***XML files that are NIMAS-compliant
can be rendered in multiple
specialized formats.***

The IEP team decides what specialized formats and supports are needed by a student.


All digital materials are accessible.



*“It is not enough to stare up the steps...
We must step up the stairs”*

Vaclav Havel





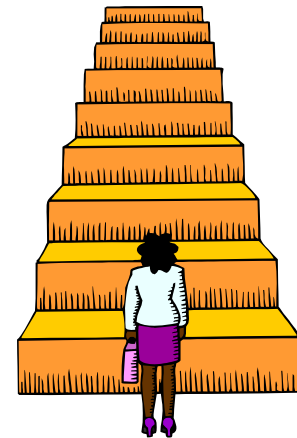
**“Our children will create a world
we cannot even imagine; they
will accomplish things we
cannot even dream.”**


- Kathryn T. Shaw



Stepping Up the Stairs

- Ask your USIMAC personnel about accessible instruction materials
- For qualifying students, always go through the USIMAC so that tracking data can be used to ensure provision of AIM in a timely manner
- Encourage developers of digital curriculums to design accessibility features into their materials.
- Ask publishers for accessible formats for purchase.
- Ask for more than what is available... Ask often!





**“It is not only for what we do
that we are held responsible,
but also for what we
do not do.**

- Moliere

